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ABSTRACT

During the 1988-89 school year, the Kaufman Independent School District (Texas) developed a model program for students at risk of dropping out of school. The program linked a current basic skills instructional program, a vocational education program, and an at-risk program. The goal of TAPS (To Allow Pupils to Succeed) was to produce high school graduates with marketable skills who can be integrated within society. Program activities included remediation, counseling, preemployment skills training, computer literacy, peer modeling, promotion of positive attitudes, job awareness, enhancement of employment skills of students with disabilities, and inservice training to help teachers deal with low achievers. Approximately 122 at-risk students volunteered to participate; 77 students remained in the program throughout the year. The program was evaluated through comparisons of test scores, evaluation of dropout and passing rates, and surveys of teachers, counselors, administrators, students, and parents. The program halved the dropout rate for students who participated. It produced mixed results in other areas, although test scores improved in some subjects. Students benefited by improving their self-esteem, becoming successful in the classroom, and learning about career opportunities, and teachers became aware of high-risk students' needs. (Thirteen appendixes--half the document--include the linkage model, a form for recommendations for at-risk programs, student profile sheet, individual goal strategy plan, resource list from the vocational support center, parent permission letter, weekly assignment sheets, list of software used in the program with supplier names and addresses, software sheet, form for recording software use, achievement scores, inventory guide to inservice training for meeting needs of at-risk students.) (KC)

ED329796

FINAL EVALUATION REPORT OF T.A.P.S.

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and

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FINAL EVALUATION REPORT OF T.A.P.S.

T.A.P.S.

To Allow Pupils to Succeed

A Model Program for At-Risk Students

Linking Vocational Education and

Alternatives to Social Promotion

The project reported herein was performed through a contract with the Texas Education Agency under the provisions of the Carl D. Perkins Vocational Education Act (Public Law 98-524). Contractees undertaking such projects are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do no, therefore, necessarily represent official Texas Education Agency Position or policy.

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FINAL EVALUATION REPORT OF T.A.P.S.

FINAL EVALUATION REPORT OF T.A.P.S.

In 1987, the Texas legislators enacted legislation (House Bill 1010) mandating that the dropout rate in Texas public schools be reduced. As a result, efforts to identify students at risk of dropping out of school began and intervention programs have been developed and initiated that reduced the number of at-risk students who are in danger of dropping out of school.

A number of characteristics have been defined to help school districts develop profiles identifying at-risk students. This list includes general information regarding the social, academic, and economic background of students. From this list a student profile is created to provide information regarding these at-risk students. Assessment data may include achievement test results, TEAMS scores and grades, as well as the functioning level of students in the areas of reading and math.

Various intervention programs have been developed and implemented that address at-risk students. These programs prescribe counseling, tutoring, and special instructional programs that schools may use to assist at-risk students in allowing them to remain in school. Most programs generally focus on regular education classes. These programs have not attempted to specifically address differences between vocational programs, special education and regular education programs, nor to provide any link between these programs. The failure to establish this link denies at-risk students the total support mechanism that is potentially needed in all school districts and to assist them in remaining in the school setting.

INTRODUCTION

The Kaufman Independent School District is a suburban rural district; a large percentage of the population consisting of students who are identified as "at-risk" and "handicapped". Total school population is 2,600.

While Kaufman ISD has made significant progress toward the identification of at-risk students in grades 7-12, a need existed to provide an intervention program that would link the current vocational program with the at-risk program and the basic skills program. During the 1988-89 school year Kaufman ISD developed a model program for students at risk of dropping out of school, linking vocational education and alternatives to social promotion.

This model program formed a link between the current basic skills instructional program, the current vocational education program and the current program that addresses at-risk students. The new program was identified as "T.A.P.S." ("To Allow Pupils to Succed"), and became a part and continuation of the current drop-out prevention program. It is the intent that T.A.P.S. will be an on-going program beyond the year for which funding was received.

The goal of the T.A.P.S. program is to exit students from high school with marketable skills, who are confident, productive citizens with healthy self-esteem and who can be socially integrated within the society.

GOALS AND OBJECTIVES

One of the basic goals of the Kaufman ISD is to create a learning environment that will present every student with an opportunity to achieve their maximum potential. While Kaufman ISD embraces the philosophy that all children can learn, the district realizes that individual differences must be recognized for effective learning to occur. T.A.P.S. is one component of a broad-based effort by the Kaufman ISD to recognize the individual needs and differences of secondary students, grades 7-12, who are identified as at-risk and in danger of leaving school prior to completion.

In order to carry out the goals of the T.A.P.S. program, the following objectives were developed:

1. To provide educational and pre-vocational preparation which includes

remediation, career, social, and academic counseling.

2. To provide intensive remediation in English language arts and mathematics to ensure an opportunity for completion of all high school requirements.

3. To provide basic knowledge in computer literacy and information regarding pre-employment skills and work maturity skills necessary for pursuing and maintaining a job.

4. To institute a system of peer modeling that will improve academic achievement and social interaction skills.

5. To promote positive social attitudes toward school, improve self-esteem and develop interpersonal skills.

6. To provide an information center to make students aware of available job opportunities.

7. To enhance the employment skills of handicapped students that will allow them to locate, secure and maintain employment.

8. To familiarize teachers with current research findings in the areas of effective teacher behavior, parent involvement and student achievement and motivation.

9. To provide inservice training for teacher/pupil interaction that will increase academic gains of low achievers, which will serve to decrease behavioral problems and absenteeism.

10. To implement a study skills and problem solving program and address time management techniques.

COORDINATION OF FUNDING

The T.A.P.S. program involved funding from five sources. The development of the T.A.P.S. program, staff development activities, instructional materials, some guidance and administrative services were all provided for by the basic grant from the Texas Education Agency. Some instructional salaries, computer hardware, and additional software and instructional materials were acquired via a Job Training and Partnership Act grant. Additional counseling services and materials were provided through a grant from the Criminal Justice Division of the Governor's Office. The vocational support center was funded through a combination of local funds and Carl Perkins Funds. The balance of the program was provided by local funding.

GENERAL PROJECT DESIGN

Kaufman ISD initiated and developed the T.A.P.S. program to serve as a link between the current At-Risk program, Basic Academic program and the Vocational Education Program (Exhibit A). The linkage model (Exhibit B) addressed three major areas and bridged the needs of the at-risk student with the existing basic educational and vocational programs. All three components were critical to the success of the T.A.P.S. program and were interrelated.

Based on the premise that constructive change can occur within students, T.A.P.S. concentrated its efforts on building a supportive environment for the at-risk student. T.A.P.S. provides students with opportunities to work with a basic skills teacher and to receive additional support from aides, and/or peer tutors to improve grades and test scores. Counselors work with students individually or in groups to help them develop an improved self-image and clearer goals for their future.

A vocational support center has been developed and provides specialized materials that allows students to investigate available career opportunities, training opportunities, placement services and to review the current job market conditions.

Parents and community members also have made important contributions to T.A.P.S. A Community Advisory Committee consisting of parents, community and business leaders were established to guide the program. This committee assisted in deveining the available resources in the community and provided the projected economic outlook to students who expressed an interest in remaining in the area. Other community members played key roles in staff development areas.

Kaufman ISD has approximately 2600 students in the district, with about 600 in the high school. Recommendations (Exhibit C) and information was

gathered from teachers, counselors and administrators that was used to identify students demonstrating the greatest need and were at-risk of dropping out of school.

Approximately 146 students were identified for entry into the T.A.P.S. program, and a Student Profile (Exhibit D) was developed for each of these identified students. Of the 146 students identified, 122 students volunteered to participate in the program. Seventy-seven students remained in the program throughout the year; 15 students moved out of the area, and 30 students chose to drop the program at some phase during the school year. Every attempt was made to encourage the 30 students to remain in the program. Counseling was provided to each of the 30 students on an individual basis.

The current At-Risk program identified students who were in danger of dropping out of school by using the following criteria:

* Retention
* Non-Mastery of Essential Elements
* Two or more years below grade level in reading, language arts, or math
* Failed one or more sections of TEAMS
* Drug Problems
* L.E.P. Student
* Disadvantaged
* Handicapped
* Late Enrollment
* Motivational Problems.

The Basic Academic Instruction Program offered compensatory classes, corrective reading classes, a transitional placement for students at-risk; summer school, a non-graded continuum and a program developed to teach self-responsibility.

The Vocational Education Program included administering the ASVAB test to all students and provided for a pre-interest inventory. Pre-employment skills development was also a part of the current vocational program, as well as state mandated classes, including homemaking, vocational agriculture, marketing education and vocational office education.

STAFF DEVELOPMENT

Staff development programs were provided to teachers and all support staff involved in the program. These programs addressed the concerns of teachers as identified on a needs assessment. Areas addressed by consultants were:

* Student motivation
* Parent conferencing skills
* Curriculum revision of vocational and basic skills curriculum
* Cooperative learning
* Peer tutoring
* Learning styles
* Curriculum-based vocational assessment
* Reading programs
* Integration of reading and writing
* Teacher Expectations
* Coordination of vocational and academic instruction.

Staff development programs provided teachers with methods and techniques to better assist students and to address individual learning styles of each at-risk student.

COUNSELING AND GUIDANCE

Intensive student counseling occurred throughout the entire phase of the T.A.P.S. program. Counselor Homer Norville, who was designated as the vocational counselor for the program, closely supervised each student

enrolled. The counseling component included a comprehensive identification procedure with several checks to ensure the inclusion of all at-risk students.

All identified students completed an assessment of their vocational interests and aptitude. This assessment gave a diagnosis of the students' abilities. The information derived from the assessment data was compiled into an Individual Goal Strategy Plan (Exhibit E 1 and 2) for each individual. The specific needs outlined by the Individual Progress Plan provided the information for addressing the special needs of each student which then allowed Mr. Norville to form a partnership between parents, students, and the T.A.P.S. program. Mr. Norville also made every effort to keep in contact with parents and to provide intensive counseling for parents and students.

Mr. Norville and Dr. Barbara Ramsey, Program Coordinator provided the direction for teachers and others who worked with these at-risk students in the area of career counseling. A Vocational Support Center was established for the at-risk students that provided the students with pre-employment skills as well as allowing for identification of existing careers in the area of interest to at-risk students. The Vocational Support Center compiled a vast amount of vocational guidance materials and will be a continuing program for the students.

The at-risk students were administered a standardized pre-interest inventory, which identified vocational interest and skills best suited for each student. Each student was administered a personal "Interestlyzer", created to identify, on a more personal level, each student's particular interest in pursuing job opportunities. A Self-Personality Profile was developed for each student.

Vocational at-risk students, as well as other identified at-risk students, participated in pre-employment skills training, including mock job interviews, as well as interviewing various people in the community regarding their professions in which the students were interested. Various students were allowed to volunteer for jobs in the areas in which they expressed an interest in the local community. Students participated in an evaluation process that identified "boss-employee" relationships and the interfacing of each with respect to the student's job performance.

Video tape and computer software in the area of career and life skills complimented the entire Vocational Support Center. (Exhibit F)

OUTSIDE RESOURCES

Fourty community members were identified by the Kaufman ISD and met to discuss the identified needs of the at-risk students and to offer solutions for addressing these needs. The community members were representative of businesses, social services, law enforcement, education and service organizations as well as parent organizations. Community support services were identified both in the community and in the surrounding area that could provide the support to the vocational at-risk students who participated in the T.A.P.S. program. Other community and business leaders served as guest speakers to the TAPS classes. This group discussed opportunities in the Kaufman area and the training required for these jobs.

INSTRUCTIONAL ADJUSTMENTS

The instructional component of the Linkage Model provided the students with the skills to improve their academic performance and increase their self-esteem.

Assessment data was collected on each student, using standardized tests, vocational assessments and learning styles inventories. From this data, a

Student Profile sheet was developed for each student identified for participation in the T.A.P.S. program. The profile sheet contained demographic information as well as information regarding the academic achievement of each student. Permission was obtained from each parent and/or guardian of each participating student. (Exhibit G)

Input was gathered from the vocational counselor, academic and vocational teachers, parents, and students. The Individual Education Plan identified specific academic strengths and weaknesses from which the major instructional component was developed.

Weekly assignment sheets (Exhibit H) from each content area teacher was provided to the Basic Skills Instructor of the T.A.P.S. program. This instructor and support staff implemented the instructional program using a variety of methods, including group instruction, cooperative learning techniques, and individual tutoring. Peer tutoring was also implemented as a part of the instructional program.

Computer assisted instruction played a significant role in the support area for these students. Various programs addressing the individual needs of these students were purchased and used throughout the instructional period. (Exhibit I) Students were required to keep a record of their use of these programs. (Exhibit J) This record was compiled onto a Software Use Sheet (Exhibit K) to determine the software most often used.

Study skills and test-taking skills were stressed as important areas of need for these vocational at-risk students. These skills were addressed through implementation of modules.

A collaborative effort developed between the vocational teachers, the regular classroom teachers and the Basic Skills Instructor in planning instruction and to to better meet the needs of the individual at-risk

students. Vocational teachers played key roles in helping plan the basic skills program. In conjuction with this, the Basic Skills program assisted the vocational component by providing career information and raising student awareness of the vocational programs in the district.

PROJECT EVALUATION

Qualitative Measurement

Student evaluation consisted of formative and summative measures to determine the academic achievement of each student. Ongoing evaluation continued throughout the program, both by the vocational teachers, the regular academic teachers, the Basic Skills Instructor, and the counselor regarding academic achievement of the students in the T.A.P.S. program. Dropout rates were tracked on a semester basis.

Achievement scores, grades, TEAMS results and mastery of Essential Elements were gathered on each student to provide an academic profile of each student in the program on either a six week or semester basis. A survey of parents, students , teachers and administrators was conducted to gather information regarding the program. Suggestions for changes and improvements were sought, as well as strengths identified for the program.

An advisory committee was formed early in the program and helped to guide and evaluate the progress of the project. The committee consisted of business and community leaders along with parents and educators.

Committee members visited the secondary campuses to examine the vocational programs, their relationship to the regular education program, and the effectiveness of the Linkage model. The advisory committee also reviewed the quarterly evaluation and the final report. A longitudinal evaluation is in the process of being developed and implemented.

Quanitative Measurement

During the 1988-89 school year, approximately 150 students were

identified as at-risk and in danger of dropping out of school. Of these 150 students, approximately 80-90 students participated in the T.A.P.S. program. Sixty of these students were in the 9th grade. The following results are reported on the sixty 9th graders, to show the general increase in achievement scores, TEAMS scores, and, passing rate of these students.

9th GRADE T.A.P.S. STUDENTS

TEAMS Passing Rate

YEAR	MATH	READING	WRITING
1987	83%	68%	48%
1988	93%	80%	68%

IOWA TEST OF BASIC SKILLS

A significant increase was shown on the I.T.B.S. test results for these 9th grade students. A random sampling of students listed on Exhibit L indicate a trend toward increase in scores.

PASSING RATE OF 9th GRADE T.A.P.S. STUDENTS

SCHOOL YEAR 1988-89

SUBJECT	FALL SEMESTER	SPRING SEMESTER
Language Arts	56%	47%
Pre-Algebra	80%	56%
Algebra I	50%	33%
F.O.M.	100%	100%
Health	60%	60%
Science	86%	80%

Dropout Rate

The dropout rate for the students in the T.A.P.S. program as compared to the dropout rate for the entire high school is significantly lower. During the 1988-89 school year, the dropout rate for the students enrolled in the T.A.P.S. program was 7.7 percent, while the overall dropout rate for the entire high school was about 13 percent. This decrease in dropout rates is significant in that it indicates the success of the T.A.P.S. program.

RESULTS OF THE PROJECT

Implications

From the collection and gathering of information, as noted above, it can be said that the success of the T.A.P.S. program can be attributed to several factors: careful selection of students; a cooperative effort between parents, students, teachers, counselors and administrators; collaborative efforts between teachers, especially between vocational and regular education teachers in the instructional planning area; and a supportive initiative from both teachers and students.

Students who are identified as at-risk and are provided with opportunities to participate in appropriate intervention programs, particularly in the areas that T.A.P.S. addresses, have a greater chance of success in the academic setting. This academic success provides increased opportunities for at-risk students to participate in vocational programs, pre-employment laboratories and co-ops providing students with experiences similar to the real world.

Intensive counseling, as well as making all possible concerted efforts toward parent involvement will help to insure the program's success. Additionally, teachers' awareness of the needs of at-risk students and the alternative methods of addressing these needs can be met through staff

development programs. Administrative support for new programs is critical to the success of the programs, and this was demonstrated in the T.A.P.S. program.

Recommendations

Intervention programs are a key element to preventing students from becoming dropouts; however, there exists an even greater need to identify these potential at-risk students earlier in their educational career. Identification during the elementary school years and provisions for intervention programs is critical to prevention of students becoming at-risk of dropping out of school. Early identification and intervention will enable the effective treatment of academic problems. Students who are free of academic restraints will be positioned to take full advantage of vocational programs in the secondary schools. Additionally, the correction of academic problems at an early age will permit the focusing of counseling and guidance resources to provide secondary students with optimum assessment and placement information.

Students who are identified during their elementary school years must be tracked while they remain in school to insure that they receive continued support and this information must become part of their academic record.

Conclusions

While the T.A.P.S. program produced mixed results, in the academic area, for the students who participated in the program, several benefits were derived, both from the viewpoint of administrators, parents, and students, as well as from the views of the teachers who worked with these students.

The staff development program created an awareness for each teacher

regarding the abilities of at-risk students and the problems and motivational factors of at-risk students. Teachers became aware of the need to match their teaching style with the learning style of each student. They further were provided with skills in parent conferencing, use of peer tutors and all areas identified in the Needs Assessment (Exhibit M).

Students were given opportunities to become successful in a classroom setting, as well as to develop their self-esteem and to be better prepared for the work world. Many students were able to pass enough basic academic courses to allow them to enter vocational programs and employment training labs.

Administrators were provided with a specific avenue for identifying and providing an intervention program for students at-risk of dropping out of school. Administrators were also provided with an evaluation mechanism to closely monitor the progress of at-risk students.

A consensus was reached regarding the need to continue the T.A.P.S. program. Providing students with basic skills, successful academic experiences and opportunities to become familiar with the work world will enable these at-risk students to become productive citizens upon completion of high school.

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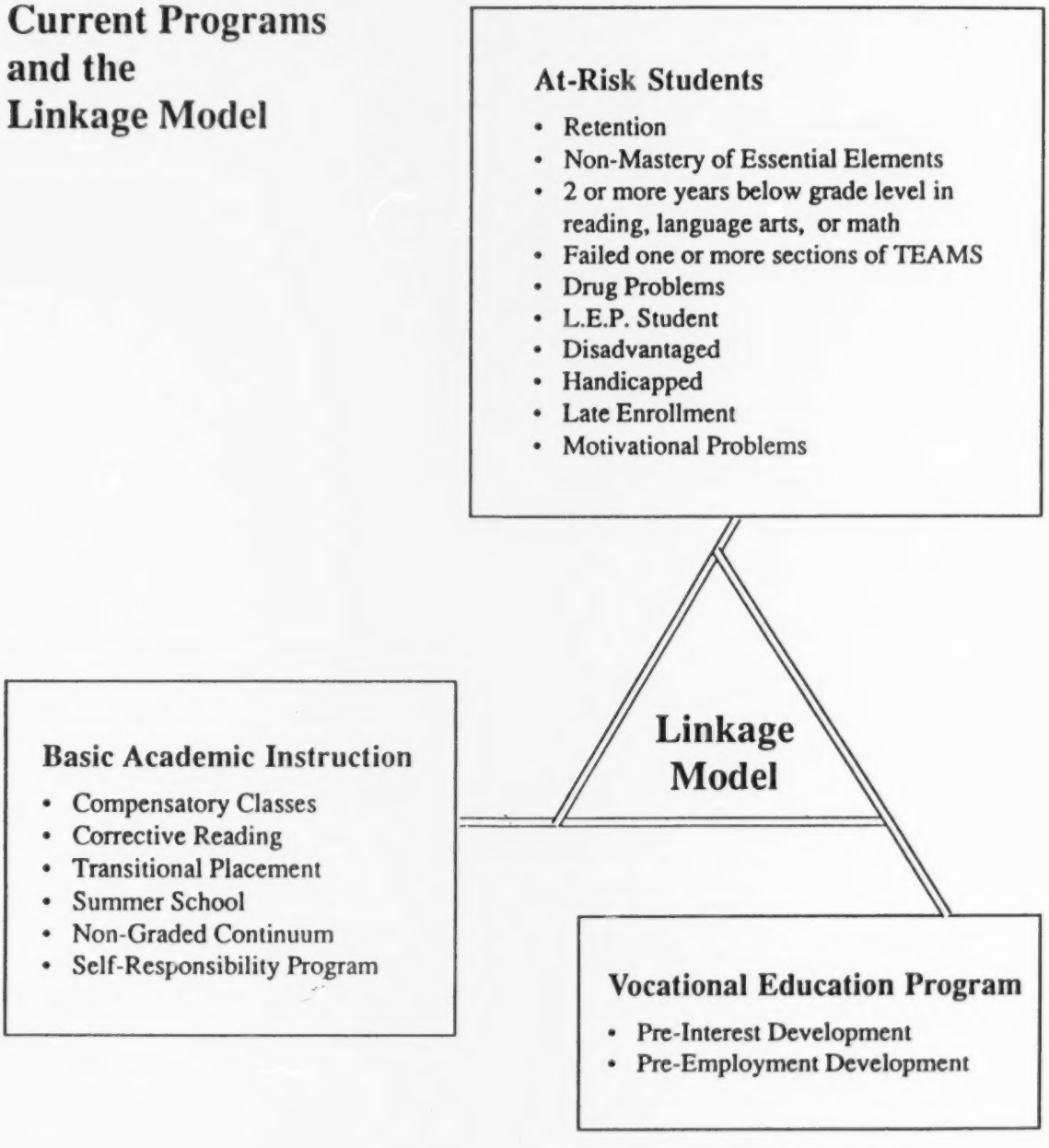
APPENDICES

EXHIBIT A

Current Programs and the Linkage Model



The TAPS program serves as a linkage model to motivate at-risk students to stay in school. To do this, it bridges the needs of the at-risk student to existing basic educational and vocational programs.

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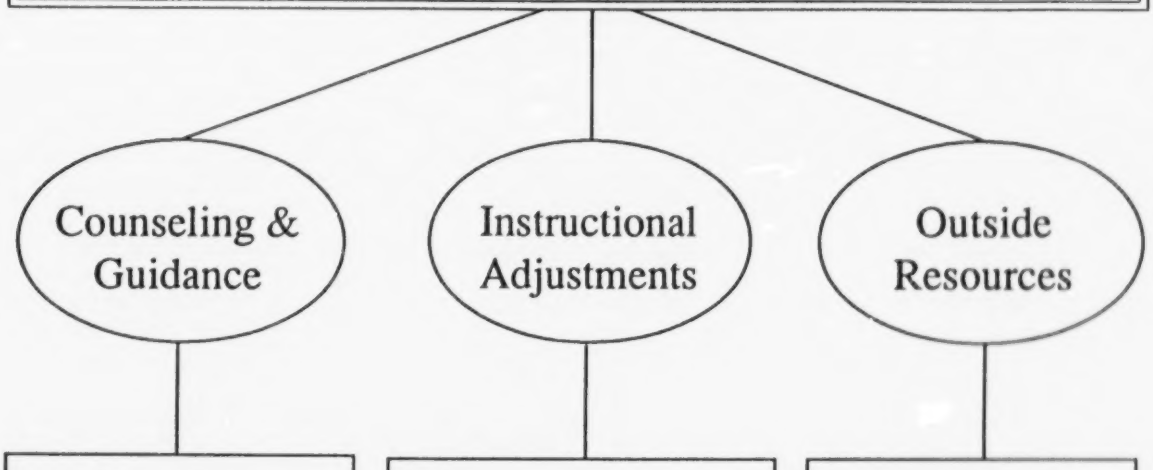
EXHIBIT B

The Linkage Model



Intensive and Sustained Student Counseling

Parent/Student Counseling
Career Counseling
Vocational Support Center

Individualization
Motivation
Modification of Instruction
Individual Education Plan
Computer Assisted Instruction
Peer Modeling/Tutor

Assessment
Standardized Tests
Learning Styles Inventories
Vocational Assessments

Skills Development
Basic Skills
Study Skills
Test-Taking Skills

Teaching Strategies
Curriculum Revision
Team Planning

Social Services
Community Support Services

The TAPS model combines counseling and guidance, instructional adjustments, and outside resources to improve the academic performance, marketability, and self-esteem of at-risk students.

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EXHIBIT C

Recommendations for At-Risk Programs

Scale
0 = no need to improve
5 = great need to improve

Student Names	Grade Level	Absences	Tardies	Grade Average	Bringing materials	Following directions	Class participation	Completing class work	Completing homework	Quality of work	Test performance	Overall behavior	Self-image	Social problems	Family problems	Other (please explain)	*Additional Comments*

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Teacher Name _____

EXHIBIT D

Grade Level: _____

Student Profile Sheet

Academic Year: _____
Semester _____

Student Name	ID Number	D. O. B.	Age	Sex	Eth	TEAMS M	TEAMS R	TEAMS W	TEAMS Gr	TEAMS Yr	Achievement R	Achievement L	Achievement M	Achievement Comp	Achievement Yr	Ret (Gr)	Failed (Course)	Abs	Eco	Voc. Ed./ Sp. Ed.	T. Recs.	Disc	At Risk

Criteria for Identification of At-Risk Students

Students eligible for participation in the Kaufman TAPS program must have been identified at-risk and/or in danger of becoming drop-outs, and must be enrolled in a vocational or pre-vocational program.

Any one or more of the following criteria may be used to identify students as at-risk:

1. Retained more than once in previous grades.
2. Unable to master the Essential Elements in grade 7 or above.
3. Two or more years below grade level in reading, English language arts, or mathematics.
4. Failed two or more courses in a semester and not expected to graduate on time.
5. Failed one or more sections of the Texas Educational Assessment of Minimum Skills (TEAMS).

In addition, students may be qualified at-risk based on any of the following factors:

- drug/alcohol abuse
- limited English proficiency
- economic deprivation
- physical and/or emotional abuse
- pregnancy
- late enrollment in school
- identified handicapping conditions
- exhibiting characteristics that indicate a lack of motivation.

Test scores, grade records, discipline records, absence records, ethnographic records, and recommendations from teachers are examined to determine student eligibility for TAPS.

How to Use the Student Profile Sheet

Use this form to record academic information on all students on a given grade level.

1. Fill in the grade level of students included in this report.
2. Fill in the academic year during which this report is being made.

Section 1 Fill in the student's name and identification number.

Section 2

DOB = Date of birth
Age = Age entering this academic year
Sex = Use M or F
Eth = Code the student's ethnic background
Use A = American Indian/Alaskan
B = Black
P = Pacific/Asian
H = Hispanic
W = White/non-Hispanic

Section 3 TEAMS Record score on most recent testing
Use Y if student passed
N if student did not pass

M = Mathematics
R = Reading
W = Writing
Gr = Grade when test was given
Yr = Year test was given

Section 4 Achievement Record score on most recent achievement testing

R = Reading
L = Language
M = Mathematics
Comp = Composite
Yr = Use date of test, not grade level

Section 5 Ret (Gr) Record all grade levels at which student has been retained.

Failed (Courses) Subject area failed during most recent semester. If student failed two subjects in one area, record code twice.

L =	Language Arts	A =	Arts (including Music)
S =	Science	P =	Physical Education
M =	Mathematics	V =	Vocational
H =	History/Social Studies	O =	Other

Section 6

Abs = Absences
Record absences for past school year.
Eco = Economic deprivation
Check if student is on free or reduced lunch program.

Section 7 Voc. Ed./Sp. Ed. Abbreviate courses in which student was enrolled during year of these records.

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How to Use the Student Profile Sheet

Page 2

Section 8 Teacher Recommendations

Use the form, "Recommendations for At-Risk Program."
Tally the number of teachers submitting the student's name on recommendation forms.

Section 9 Disc Ref = Disciplinary Referrals

Record the number of referrals during the past year.
Also record **E** if student was expelled for disciplinary reasons
V if offenses were violent in nature
T if offenses included truancy

Section 10 At-Risk Use this space to indicate students who meet criteria for at-risk students or who might otherwise benefit from the at-risk program for individual reasons.

You may also find it helpful to highlight data lines on these students as you make selections of students for the at-risk program.

EXHIBIT E

Individual Goal Strategy Plan

District _____ School _____

Name _____ ID # _____ Phone _____

Address _____ City _____ TX _____ (ZIP)

Parent _____ Work Phone (____) _____ (AREA CODE)

Date of Birth _____

Sex M F

Grade 9 10 11 12

Language Dominance

E English
S Spanish
V Oriental
O Other

Ethnic/Racial

A American Indian/Alaskan
B Black
P Asian or Pacific
H Hispanic
W White, non-Hispanic

Assessment Data

	TEAMS Scores			Achievement Scores							
	7th	9th	11th	7th		8th		9th		10th	
Writing	___	___	___	___	___	___	___	___	___	___	___
Math	___	___	___	___	___	___	___	___	___	___	___
Reading	___	___	___	___	___	___	___	___	___	___	___
Language	___	___	___	___	___	___	___	___	___	___	___
Composite	___	___	___	___	___	___	___	___	___	___	___

Goal Strategy Agreement

Use the attached sheets to develop specific, obtainable goals in each of the given areas. In the spaces provided, record the student's goals, plans for reaching them, and progress made since the preceding interview. On this page, note any comments, suggestions, or problems that may explain or affect the student's progress.

Interview 1

Interviewer signature _____ Date _____

Comments or observations:

Student signature _____ Date _____

Interview 2

Interviewer signature _____ Date _____

Comments or observations:

Student signature _____ Date _____

Interview 3

Interviewer signature _____ Date _____

Comments or observations:

Student signature _____ Date _____

t.a.p.s.

To Allow Pupils to Succeed

Goal Strategy Plan

Page 2

Use this sheet to record information gathered in student interviews.

Interview 1: Early in the year, establish the student's goals and record strategies for reaching those goals.

Interview 2: Near mid-year, review the student's progress toward each goal and record new goals or new strategies for reaching earlier goals.

Interview 3: Late in the year, review the student's performance in the program and consider future strategies for improved performance.

Goal 1: Improve on TEAMS

Interview 1:

Interview 2:

Interview 3:

Goal 2: Improve in academic standing

Interview 1:

Interview 2:

Interview 3:

Goal 3: Increase standardized achievement scores

Interview 1:

Interview 2:

Interview 3:

Goal 4: Consider career planning

Interview 1:

Interview 2:

Interview 3:

Goal 5: Additional needs

Interview 1:

Interview 2:

Interview 3:

EXHIBIT F

The Vocational Support Center

The Vocational Support Center at Kaufman High School was established specifically to support the career needs of the TAPS students. Because the Center was developed from materials gathered from the existing library and counselors' offices, it was made accessible to all students in the school. The following materials were purchased as a part of the TAPS program.

Almost all of these materials come with a manual, and some come with work-sheets or workbooks as well.

Medium	Title	Supplier
Books	Career Choices (12 Volume Set)	Grolier
Vertical File	Multi-Handicapped Occu-File	Cambridge Career Products
Wall Charts	Discover Yourself, Discover a Job	Career Aids
Filmstrips with Cassettes	Career Opportunities: The Choice Is Yours Business & Office (2 Filmstrips) Health Services (2 Filmstrips) Daily Living Skills (14 Filmstrips) Repair and Maintenance Careers Super Saver Series #13 for Career Ed (8 Filmstrips)	 Charles Clark Charles Clark Charles Clark Charles Clark Sunburst Communications
Film/Video	Working I & II	James Stanfield Publishing
Video Tapes	Are You Ready for a Job? Communicating on the Job Four Stages of Interviewing Kaleidoscope of Careers (5 Tapes) Mind Your Manners (6 Tapes) Why Stay in School?	Career Aides Educational Design Career Development Software Career Aides James Stanfield Publishing Career Development Software

EXHIBIT G

September 1, 1988

Dear Parents,

Your child is eligible to participate in a special program created to help more students earn their high school diplomas. The TAPS program (To Allow Pupils to Succeed) can give your child special help in basic skills, information about choosing a career, and a chance to improve self-image through academic success.

The TAPS program will provide your child an opportunity to work in a small group setting with a teacher, two instructional aides, and student volunteers who have been trained as tutors. In addition, the program will provide computers using programs to help your child develop better classroom skills and learn about career opportunities.

Students who are eligible for TAPS have failed one or more classes or the TEAMS test, are behind in the credits they need to graduate, or need extra help in reading or math. Our records show that your child falls into one of these categories, and we believe the TAPS program can help.

Please return the persmission slip below to let us know whether you would like your child to participate in this program. With your consent, we will administer additional academic tests, pre-vocational surveys, and attitudinal surveys.

If you do not wish for your child to participate, please check the appropriate space below and return the form for our records.

Sincerely,

Barbara Ramsey, Ph.D.
(Assistant Principal)

Homer Norville, M.S.
(Counselor)

Permission to Participate in TAPS

Please return this form to Mr. Norville's office by September 9, 1988.

☐ I want my child, _____, to participate in the TAPS program. I give my permission for the additional testing described above.

☐ I do not want my child, _____, to participate in the TAPS program.

_____ _____

Parent Signature Date

t.a.p.s.
To Allow Pupils to Succeed

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EXHIBIT H

Weekly Assignment Sheet

Student Name _____ **Week of** _____

Period and Subject	Monday	Tuesday	Wednesday	Thursday	Friday
First _____ _____					
Second _____ _____					
Third _____ _____					
Fourth _____ _____					
Fifth _____ _____					
Sixth _____ _____					
Seventh _____ _____					

t.a.p.s.

To Allow Pupils to Succeed

A Note to Parents:
If you have questions about your child's assignments, please call 845-5555.

EXHIBIT I

Software for TAPS Program

All software purchased for the Kaufman ISD TAPS program was Apple compatible on 5.25 inch disks. Prices of software are available from suppliers, listed following this software inventory.

Subject Area	Software Program	Supplier
Language Arts	101 Misused Words	Opportunities for Learning
	Challenging Analogies	Intercultural Development Research
	Code Quest	Sunburst Communications
	Commas	National School Products
	English Challenge	Opportunities for Learning
	Essay Ease	Opportunities for Learning
	Grammar Examiner	Opportunities for Learning
	Homework Helper; Writing	Intercultural Development Research
	Letterman	Opportunities for Learning
	M-ss-ng L-nks	Sunburst Communications
	Mountain Climbing (Cause & Effect)	National School Products
	Phraze Maze	Opportunities for Learning
	Punctuation Put-On	Sunburst Communications
	That's My Story	Intercultural Development Research
	Safari: Speech Parts	National School Products
	Spice: Essay Writer	Opportunities for Learning
	Wally's Word Works	Sunburst Communications
	Word Maze	Computer Tutor
	Spanish Vocabulary 1	National School Products
	Word Prep Spanish	Computer Tutor
Mathematics	Addition Sequences	Intercultural Development Research
	Algebra Arcade	Projected Learning Programs
	Alge-Blaster	Computer Tutor
	Algebra Shop	Scholastic, Inc.
	Banking	Opportunities for Learning
	Bi-Nomial Multiplication and Factoring	Computer Tutor
	Decimal Dungeon	National School Products
	Discount, Sales Tax & Commission	National School Products
	Fractions: Add, Subtract	Computer Tutor
	Fractions: Multiply, Divide	Computer Tutor
	Homework Helper: Math	Intercultural Development Research
	Galaxy Math	Intercultural Development Research
	SemCalc	Sunburst Communications

Software for TAPS Program

Page 2

Subject Area	Software Program	Supplier
Science	A+ Biology	Computer Tutor
	Life Science Knowledge Race	Intercultural Development Research
	Physical Science Knowledge Race	Intercultural Development Research
Study Skills	Bank Street Writer	Scholastic, Inc.
	Compu-Read	Opportunities for Learning
	Homeworker	Opportunities for Learning
	Idea Invasion	Computer Tutor
	Test Taker's Edge	Sunburst Communications
	Type!	Intercultural Development Research
	Type to Learn	Scholastic
	Typing Tutor IV	Opportunities for Learning
Career and Life Skills	Career: Automotive Technology	Projected Learning Programs
	Career Directions	Projected Learning Programs
	Career Interests	Cole
	Career: Wood	Projected Learning Programs
	Child Care Cluster	F.E. Braswell Company
	Complete Personal Finance	F.E. Braswell Company
	Health Technology	Projected Learning Programs
	Introduction to Terms of Work	F.E. Braswell Company
	Jobs in Today's World	Opportunities for Learning
	Micro Art of Interviewing	Career Development Software
	Military Career Sort	Projected Learning Programs
	On Becoming a Hero	Projected Learning Programs
	Right Job Application	Career Development Software
	Successful Interviewing	Cole
	Values/Work Ethic	Cole
	Why Stay in School?	Career Development Software

Software Suppliers

Career Development Software
207 Evergreen Drive
Vancouva, WA 98661

Cole
P.O. Box 1717
Pasadena, TX 77501

Computer Tutor, Inc.
1001 15th Place
Plano, TX 75074

F.E. Braswell Company
P.O. Box 58734
2725 Millbrook Road
Raleigh, NC 27658

Intercultural Development Research
5835 Callaghan Road
Suite 350
San Antonio, TX 78228

National School Products
101 East Broadway
Maryville, TN 37801-2498

Opportunities for Learning
20417 Nordhoff St. Dept. 8E
Chatsworth, CA 91311

Projected Learning Programs
P.O. Box 3008
Paradise, CA 95967-3008

Scholastic, Inc.
P.O. Box 7501
2921 E. Mc Carty St.
Jefferson City, MO 65102

Sunburst Communications
Room WM01
39 Washington Ave.
Pleasantville, NY 10570-2898

EXHIBIT J

Software Sheet

Name _____ Date _____

What is the name of the disk you worked on today?

Did you finish it?

Problems, comments, or remarks

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To Allow Pupils to Succeed

Software Sheet

Name _____ Date _____

What is the name of the disk you worked on today?

Did you finish it?

Problems, comments, or remarks

t.a.p.s.
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EXHIBIT K

Record of Software Use

Write the date students used software in the box under the name of the software they used.

Student Name	101 Misused Words	Challenging Analogies	Code Quest	Commas	English Challenge	Essay Ease	Grammar Examiner	H/Helper: Writing	Letterman	M-ss-ng L-nks	Mountain Climbing	Phraze Maze	Punctuation Put-On	That's My Story	Safari: Speech Parts	Spice: Essay Writer	Wally's Word Works	Word Maze	Spanish Vocabulary I	Word Prep Spanish	Addition Sequences	Algebra Arcade	Alge-Blaster	Algebra Shop	Banking	Binomial Mult. & Factor.	Decimal Dungeon	Disc., Sales Tax & Com.	Fractions: Add, Subtr.	Fractions: Mult., Divide	H/elper: Math	Galaxy Math	SemCalc

t.a.p.s.

To Allow Pupils to Succeed

Record of Software Use

Write the date students used software in the box under the name of the software they used.

Student Name	A+ Biology	Life Science Race	Physical Science Race	Bank Street Writer	Compu-Read	Homeworker	Idea Invasion	Test Taker's Edge	Typel	Type to Learn	Typing Tutor IV	Career: Automotive	Career Directions	Career Interests	Career: Wood	Child Care Cluster	Compl. Pers. Finance	Health Technology	Intro to Terms of Work	Jobs in Today's World	Micro Interviewing	Military Career Sort	On Becoming a Hero	Right Job Application	Successful Interview	Values/Work Ethic	Why Stay in School?					

EXHIBIT L

I.T.B.S. ACHIEVEMENT SCORES

OF A

RANDOM SELECTION OF 9th GRADE STUDENTS

Reported in Percentiles

	MATH		READING	
Student	87-88	88-89	87-88	88-89
A	42	58	34	56
B	9	12	9	20
C	27	43	14	44
D	44	51	52	53
E	18	26	69	53
F	8	26	11	9
G	20	26	37	38
H	10	9	6	20
I	44	86	31	31
J	8	23	27	22

EXHIBIT M

Meeting Needs of At-Risk Students

An Inventory to Guide Inservice Training

Please code each of the criteria listed below as it applies to you. Use these codes:

1 = I am very knowledgeable in this area.
2 = I am somewhat knowlegeable in this area.
3 = I need more information in this area.

	Criteria	Codes	Comments
1	Identification of at-risk students		
2	Identification of learning styles of students		
3	Pre-testing of students		
4	Motivational techniques		
5	Individualized instruction planning		
6	Planning instruction based on assessed capabilities		
7	Instructional techniques for students identified as:		
	handicapped		
	low ability		
	average ability		
	above-average ability		
8	Instructional modification to address:		
	TEAMS objectives		
	Achievement test objectives		
9	On-going evaluation practices		
10	Identification of available social services		
11	Identification of available resources to address:		
	instruction		
	behavior problems		
	motivation		
12	Teaching time management skills		
13	Problem-solving		
14	Cooperative learning techniques		
15	Study skills		
16	Peer tutoring		
17	Coaching		
18	Mentorships		
19	Remediation		
20	Competency-based curriculum		

Meeting Needs of At-Risk Students
Page 2

	Criteria	Codes	Comments
21	Checking for mastery		
22	On-going evaluation practices		
23	Life skills instruction		
24	Stating objectives		
	Implementation		
	Guided practice		
	Reteaching		
	Independent practice		
25	Documentation of Essential Elements		
	TEAMS objectives		
	Achievement Test objectives		
26	Assisting students in:		
	goal setting		
	goal planning		
	goal evaluation		
27	Vocational assistance that integrates skills with work experience		

Please circle your position within the district:

Teacher Counselor Administrator

On what campus do you teach/counsel? _____

What courses do you teach? _____

_____

_____

Date: _____

Please return this form to the principal's office no later than September 14.

t.a.p.s.
To Allow Pupils to Succeed

REFERENCES

REFERENCES

O'Connor, Patrick, Dropout Prevention Programs That Work. Oregon School Study Council, December, 1985, Vol. 29, No. 4.

DePaw, Julie, Keeping Children in School: Springfield's Districtwide Prevention Program for At-Risk Students, Oregon School Study Council, April, 1987, Vol. 30, No. 8.